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ABSTRACT

This is a suggested syllabus for English instruction in Grades 10-12 of Israeli schools. Part one states that the main aim of the English Studies program is "to provide the pupil with a means of communication with the non-Hebrew-speaking world." The language skills stressed are reading comprehension, listening comprehension, and speech, in that order. Part two lists the structures to be studied in the Language Program. Part three lists the plays, short stories and non-fiction prose to be studied in the Reading Program for advanced classes. Part four describes programs for: (1) Ordinary Level matriculation; (2) Government School Leaving Certificate; (3) Vocational and agricultural schools and trends. Part five contains examination syllabuses. Part six further describes material taught in the Language Program. (AM)

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Ministry of Education and Culture

Curriculum Centre

English Syllabus Committee

SUGGESTED SYLLABUS FOR THE UPPER DIVISION
(Classes 10-12)

Contents:

Part 1:- Introduction

Part 2: Language Programme

Part 3: Reading Programme for "Advanced Level" Classes

Part 4: Programmes for Agricultural and Technical Schools and Trends, and for Schools and Classes teaching the "Ordinary" Level Syllabus (2 point Matriculation) and the "Government School-Leaving Certificate" ("Gemer") Syllabus.

Part 5: Examination Syllabuses

Part 6: Appendix: Language Programme (Explanations and Notes).

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Part 1: INTRODUCTION

1.1. AIMS

The main aim of English studies in the Upper Division, as in the Primary School and the Intermediate Division, is "to provide the pupil with a means of communication with the non-Hebrew-speaking world" (from the Introduction to the Suggested Syllabus for the Intermediate Division).

1.1.1. The language skills stressed in the Upper division are:

i) reading comprehension,

ii) listening comprehension,

iii) speech.

Thus, more emphasis will be placed on reading comprehension than in the lower classes, but only on the assumption that the pupils have been studying systematically in these lower classes according to the Oral Approach recommended by the Syllabus as a whole. In the "Ordinary Level" matriculation programme, as well as for "School-Leaving Certificate ('Gemer')" classes, writing activities should be considered as reinforcements of other skills, indicating comprehension of speech and reading; in the "Advanced Level" matriculation programme, writing should also be taught as a means of self-expression on subjects dealt with in class or close to the pupils' own interests. The writing of an imaginative essay should not be viewed as a goal of English study.

1.1.2 In classes 10-12, pupils should acquire the active grammatical repertoire specified in this Syllabus, and be acquainted with other structures intended for passive recognition rather than active production. In vocabulary, they are expected to acquire a further 1500 active lexical items at least (making a total of some 3000 items since the beginning of English studies in

school), as well as a large passive vocabulary. For "Gemer" classes, see Part 4.

1.1.3. The aim of the Reading Syllabus is to enable pupils to understand materials written in modern English and to grasp in detail and master the contents of assigned materials both factual and imaginative, which are in modern Standard English, and are non-specialized in nature. In addition to teaching the specific Reading programme of the English Syllabus, teachers should wherever possible and convenient relate English studies to other subjects by the study of the original English texts recommended for those subjects; for example, selections from an English literary text studied in Hebrew translation in the general literature course, the American Declaration of Independence as studied in a history course, a specialized paper studied in a science or technology course, or a paper on Jewish life abroad as part of courses in Jewish studies.

1.1.4. Pupils are taught Standard American or Standard British English, but in either case should be made aware of the other variety. Pupils should be introduced to different varieties and styles in English-conversational, spoken prose, narrative, dramatic, poetic, scientific, technical, journalistic, etc.

1.1.5. Teachers should endeavour to arouse in their pupils an interest in and a feeling for language as such, by means of incidental teaching, illustrations and analogies, as well as through the reading of articles on Language as part of the Reading programme. In order to assist in this process, the English teacher should seek ways of relating the study of English to that of the Mother-tongue and of the other foreign languages in the school curriculum.

1.2. THE READING PROGRAMME.

1.2.1. Extensive Reading

Pupils should read at least 9 books in modern English (an average of one per term) and a large number of newspaper articles and news-reports during these three years of study.

Under the guidance of the teacher, pupils should read books, articles etc., at the level which is best suited to their individual needs and attainments. As they progress in their studies, they should be encouraged to read books in unsimplified English. Pupils should be prepared to discuss the contents of the extensive reading undertaken.

1.2.2. Intensive Reading

Pupils will study a number of texts selected by the English Syllabus Committee of the Ministry of Education, according to the criteria and for the purposes specified below. These texts consist of:

a) factual prose: essays, articles, chapters from books;
b) imaginative prose and verse: short stories, plays, poems. A number of these readings will be designated as set texts for intensive study in Classes 11 and 12 and for the matriculation examination. These set texts, in all or in part, will from time to time be replaced by others from the list. The poetry selection is an option and teachers may if they wish teach more prose instead, as specified below (Part 3).

The texts have been selected in accordance with the following requirements:

(a) Language: that they be written in good modern Standard English and so serve, inter alia, as an integrated context for language learning;

(b) Interest: that they be intrinsically interesting to 16-18 year-olds;

(c) General Character: that they not require highly-specialized technical knowledge to be understood and enjoyed; that the vocabulary be generalizable to other contexts;

(d) Cultural Value: that they deserve the attention of the intelligent common reader either by literary merit or by the intellectual level at which they treat important topics;

(e) Unity: that they be as far as possible complete units rather than brief excerpts.

The major object of intensive reading is to develop the pupil's ability to understand in detail, to master, enjoy and discuss materials that are culturally and educationally valuable.

"To understand" in the above paragraph means to comprehend the meanings which are conveyed to the intelligent common reader who does not have specialized knowledge. Questions in the matriculation examination will test understanding of this kind only. In appropriate circumstances, teachers may take up the texts in the light of literary criticism or of general, cultural or literary history, but such approaches are not prescribed and will not be tested.

Very advanced classes may wish to read a play by Shakespeare or other works the language of which is not in accordance with (a) above. If they do so, it is understood that this is in addition to the prescribed syllabus; it will not be examined in the matriculation written examination but may form part of the oral examination, if the examinee wishes.

1.3. SOME METHODOLOGICAL CONSIDERATIONS

1.3.1. Though pupils at this level will doubtless be able to understand the rules of the language in a more abstract fashion, more time should be devoted to using the language in appropriate contextualizations than to discussing language rules.

1.3.2. There will probably be more need and scope for incidental translation from English to Hebrew at this level (e.g. abstract lexical items). At the same time, teachers should always bear in mind that translation is an art in itself and a specific skill, especially at the linguistic and literary level of the subject-matter studied in these upper classes. Thus translation of longer passages to and/or from the mother-tongue will not serve any useful purpose and will only delay free and instant expression in English; the didactic dangers in the widespread use of Hebrew far outweigh any immediate aesthetic or semantic benefit.

1.3.3. Due attention should be paid to instances of mother-tongue interference; in many cases, specific contrasts between features of Hebrew and English will probably be useful in dealing with these instances as they arise.

1.3.4. Pupils should be made aware of the rhetorical organization of texts. At the paragraph level they should be able to identify topic sentences, and at the general textual level they should be able to recognize presentation, reinforcement, exemplification, counter-argument, reservation, etc. At this stage, pupils may be encouraged to summarize passages of varying lengths.

1.3.5. Pupils should be trained in the use of an English-English dictionary as an important aid in acquiring a large and accurate vocabulary. To further this aim, examinees are allowed to use a dictionary approved by the English

Inspectorate in certain specified parts of the matriculation examination.

Part 2: LANGUAGE PROGRAMME

LIST OF STRUCTURES STUDIED IN THE UPPER DIVISION

Further Applications of Structures Previously Studied:

1. Present Perfect (other uses of)
2. Moods (other meanings) - WILL, WOULD, CAN, SHOULD
3. Present Progressive + "ALWAYS" or "FOREVER"
4. Present Simple (other meanings)
5. Adjunct Nouns
6. Compound Nouns
7. -ING as a Noun-Modifier
8. "Pre-Adjectives" ("Intensifiers")
9. Sentential Complements (Infinitive, Gerund, Noun-Clause, Abstract Noun)
10. HAVE + NP + Base
11. Active Infinitive with Passive Meaning
12. More Derivational Affixation Patterns.

New Structures to be Learnt as Part of the Active Grammatical Inventory.

1. Complex Verb Patterns ("Perfect Passive", "Past Perfect Progressive",

Present Modal + Perfect Base, Modal + Progressive Base, Past Modal + Perfect Base)

2. Non-Defining Relative Clauses
3. Sensory Verb + NP + Base/Participle
4. The Indirect Object as an Obligatory Phrase
5. Adjective + Preposition
6. Sentence-Connectors
7. Idiomatic Uses of Certain Words (ALREADY, STILL, ONLY, JUST, AT ALL, quasi-negatives)
8. Emphatic Verb Phrases
9. Modal "BE TO"
10. Preparatory (Pro-Subject) "IT"
11. Preparatory "IT" after the Main Verb
12. "WISH" + Noun-Object Clause, with the verb in the Past Perfect

For explanations and further Details of the Language Programme, see the annotated Appendix, page 24 .

Part 3: READING PROGRAMME FOR "ADVANCED LEVEL" CLASSES

The Drama

1. Tennessee Williams: "The Glass Menagerie".
2. Bernard Shaw: "Arms and the Man".
3. Samuel Becket: "End-Game".
4. Thornton Wilder: "Our Town".
5. Arthur Miller: "All My Sons".

The Short Story

6. Stephen Crane: "The Open Boat".
7. James Joyce: "Eveline".
8. D.H. Lawrence: "The Blind Man".
9. T. Beachcroft: "The Erne from the Coast".
10. Philip Roth: "Eli the Fanatic".
11. Dorothy Parker: "The Standard of Living".
12. B. Malamud: "A Summer's Reading".
13. F. O'Connor: "Everything that Rises Must Converge".

Non-Fiction Prose

14. J. Baldwin: "My Dungeon Shook".
15. R. Carson: "The Shape of Ancient Seas".
16. S. Chase: "Our Shrinking Living Space".
17. E. Friedenberg: "The Image of the Adolescent Minority".
18. W. Golding: "Thinking as a Hobby".
19. J.B.S. Haldane: "On Being the Right Size".
20. E.A. Levenston: "Comparing Vocabulary".
21. M. Mead: "One Vote for the Age of Anxiety".

22. A. Montagu: "The Natural Superiority of Women".
23. J. Steinbeck: "How to Tell Good Guys from Bad Guys".
24. J. Thurber: "My Secret World of Idiom".
25. J. Thurber: "Courtship through the Ages".
26. E. Vargas: "The Jet Age Malady".
27. V. Woolf: "The Death of the Moth".

Poetry

28. W.H. Auden: "Musee des Beaux-Arts"
29. W.H. Auden: "The Unknown Citizen".
30. R. Browning: "My Last Duchess".
31. e.e. cummings: "pity this busy monster".
32. e.e. cummings: "the hours rise up".
33. E. Dickinson: "My Life Closed Twice".
34. E. Dickinson: "The Soul Selects its Own Society".
35. E. Dickinson: "To Make a Prairie".
36. E. Dickinson: "Wild Nights".
37. T.S. Eliot: "The Love Song of J. Alfred Prufrock" or R. Frost "The Death of the Hired Man".
38. K. Fearing: "American Rhapsody (4)".
39. R. Frost: "Departmental".
40. R. Frost: "Mending Wall".
41. R. Frost: "Stopping by Woods". (see also 37 above)
42. T. Hardy: "In a Time of Breaking of Nations".
43. E.A. Housman: "To an Athlete Dying Young".
44. D.H. Lawrence: "Snake".
45. P. Logan: "Picnic".
46. W. Shakespeare: "Let Me Not to the Marriage.."

47. W. Shakespeare: "Shall I Compare Thee".
48. S. Spender: "The Express".
49. D. Thomas: "The Force that Through the Green Fuse".
50. D. Thomas: "The Hand that Signed the Paper".
51. W. Whitman: "I Saw in Louisiana a Live Oak Growing".
52. W. Wordsworth: "A Slumber Did My Spirit Seal".
53. W.B. Yeats: "That Deep - Sworn Vow".
54. W.B. Yeats: "Speech After Long Silence".

The above complete list will be divided into three "cycles" (see Part I, Section 2.2), with some texts being replaced with the advent of each new "cycle". The texts studied in each cycle are as follows:

I. One drama (one of three offered);
II. Five short stories;
III. Five non-fiction prose texts;
IV. Ten poems.

A class choosing not to take poetry will read instead one more short story and one more essay, as specified in each "cycle".

CYCLE ONE

Drama

T. Williams: "The Glass Menagerie".
or G.B. Shaw: "Arms and the Man".
or A. Miller: "All My Sons".

The Short Story

S. Crane: "The Open Boat".

J. Joyce: "Eveline".

D.H. Lawrence: "The Blind Man".

P. Roth: "Eli the Fanatic" or D. Parker: "The Standard of Living".

F. O'Connor: "Everything that Rises Must Converge".

Non-Fiction Prose

J. Baldwin: "My Dungeon Shook".

R. Carson: "The Shape of Ancient Seas".

E.A. Levenston: "Comparing Vocabulary" or J. Thurber: "My Secret World of Idiom".

M. Mead: "One Vote for the Age of Anxiety".

J. Thurber: "Courtship through the Ages".

Poetry

W.H. Auden: "Musee des Beaux-Arts".

E. Dickinson: "Wild Nights".

R. Frost: "Mending Wall".

R. Frost: "Stopping by Woods".

T. Hardy: "In a Time of Breaking of Nations".

E.A. Housman: "To an Athlete Dying Young".

P. Logan: "Picnic".

W. Shakespeare: "Shall I Compare Thee..".

D. Thomas: "The Force that through the Green Fuse".

W. Whitman: "I Saw in Louisiana a Live Oak Growing".

Classes will read B. Malamud "A Summer's Reading" and E. Vargas "The Jet Age Malady" if they choose not to take poetry.

CYCLE TWO

Drama

S. Becket: "End-Game".

or T. Wilder: "Our Town".

or A. Miller: "All My Sons".

The Short Story

D.H. Lawrence: "The Blind Man".

T. Beachcroft: "The Erne from the Coast".

P. Roth: "Eli the Fanatic" or F. O'Connor: "Everything that Rises Must Converge".

B. Malamud: "A Summer's Reading".

D. Parker: "The Standard of Living".

Non-Fiction Prose

E. Friedenberg: "The Image of the Adolescent Minority".

J.S. Haldane: "On Being the Right Size".

A. Montagu: "The Natural Superiority of Women".

J. Steinbeck: "How to Tell Good Guys from Bad Guys".

J. Thurber: "My Secret World of Idiom" or E.A. Levenston: "Comparing Vocabulary".

Poetry

W.H. Auden: "The Unknown Citizen".

R. Browning: "My Last Duchess".

e.e. cummings: "pity this busy monster".

E. Dickinson: "The Soul Selects its Own Society".

T.S. Eliot: "The Love Song of J. Alfred Prufock" or

R. Frost: "The Death of the Hired Man".

D. Thomas: "The Hand that Signed the Paper".

W.B. Yeats: "Speech After Long Silence".

Classes will read J. Joyce "Eveline" and V. Woolf "The Death of the Moth" if they choose not to take poetry.

CYCLE THREE

Drama

T. Williams: "The Glass Menagerie".

or G.B. Shaw: "Arms and the Man".

or T. Wilder: "Our Town".

The Short Story

J. Joyce: "Eveline".

T. Beachcroft: "The Erne from the Coast".

P. Roth: "Eli the Fanatic" or D.H. Lawrence: "The Blind Man".

B. Malamud: "A Summer's Reading".

F. O'Connor: "Everything that Rises Must Converge".

Non-Fiction Prose

S. Chase: "Our Shrinking Living Space".

W. Golding: "Thinking as a Hobby".

E.A. Levenston: "Comparing Vocabulary" or J. Thurber: "My Secret World of Idiom".

E. Vargas: "The Jet Age Malady".

V. Woolf: The Death of the Moth".

Poetry

e.e. cummings: "the hours rise up".

E. Dickinson: "My Life Closed Twice".

E. Dickinson: "To Make a Prairie".

K. Fearing: "American Rhapsody (4)".

R. Frost: "Departmental".

D.H. Lawrence: "Snake".

W. Shakespeare: "Let Me Not to the Marriage..".

S. Spender: "The Express".

W. Wordsorth: "A Slumber Did My Spirit Seal".

W.B. Yeats: "That Deep-Sworn Vow".

Classes will read S. Crane: "The Open Boat" and J. Steinbeck: "How to Tell Good Guys from Bad Guys" if they choose not to take poetry.

NOTE - Schools will be informed by the English Inspectorate of the advent of each new "cycle".

Part 4: OTHER PROGRAMMES

4.1. Ordinary Level Matriculation

4.1.1. Language Programme: as for the Advanced Level (see Parts 1 and 2 of this Syllabus).

4.1.2. Reading Programme: Intensive Reading -

One drama, two short stories and two non-fiction prose items, in specified cycles (Section 4.1.3.).

Extensive Reading: as for the Advanced Level (see Part 1 of this Syllabus, section 2.2), but probably not as many items. Teachers are advised to include other items in the "Advanced" reading programme as part of the Extensive reading programme.

4.1.3.

ORDINARY LEVEL INTENSIVE READING PROGRAMME

CYCLE ONE

Drama

T. Williams: "The Glass Menagerie"
or G.B. Shaw: "Arms and the Man"
or A. Miller: "All My Sons".

The Short Story

J. Joyce: "Eveline".
D. Parker: "The Standard of Living"
or P. Roth: "Eli the Fanatic".

Non-Fiction Prose

J. Baldwin: "My Dungeon Shook".
E.A. Levenston: "Comparing Vocabulary"
or J. Thurber: "My Secret World of Idiom".

CYCLE TWO

Drama

S. Becket: "End-Game"

or T. Wilder: "Our Town"
or A. Miller: "All My Sons".

The Short Story

T. Beachcroft: "The Erne from the Coast"
or P. Roth: "Eli the Fanatic".
B. Malamud: "A Summer's Reading"
or D. Parker: "The Standard of Living".

Non-Fiction Prose

E.A. Levenston: "Comparing Vocabulary"
or J. Thurber: "My Secret World of Idiom".
J. Steinbeck: "How to Tell Good Guys from Bad Guys".

CYCLE THREE

Drama

T. Williams: "The Glass Menagerie"
or G.B. Shaw: "Arms and the Man"
or T. Wilder: "Our Town".

The Short Story

T. Beachcroft: "The Erne from the Coast"
or J. Joyce: "Eveline".

P. Roth: "Eli the Fanatic"
or B. Malamud: "A Summer's Reading".

Non-Fiction Prose

E.A. Levenston: "Comparing Vocabulary" or J. Thurber: "My Secret World of Idiom".
E. Vargas: "The Jet Age Malady".

4.2. Government School-Leaving Certificate ("Gemer" examination)

4.2.1. Language Programme: The Syllabus for the Intermediate Division is to be regarded as the programme for the active grammatical and lexical repertoire; the entire Language Programme for the Upper Division (Part 2 of this Syllabus) is to be regarded as the programme for the passive recognition repertoire (see Part 1, section 1.1.2. of this Syllabus).

4.2.2. Reading Programme: Recommended texts will be Simplified Readers of a 1800 - 2000 word level, with the choice and number of texts selected at the discretion of the teacher, in consultation with the English Inspectorate. If in the opinion of the teacher and the English Inspector the class is able to read unsimplified material, selections from the "Ordinary Level" matriculation programme may be read instead.

4.3. VOCATIONAL AND AGRICULTURAL SCHOOLS AND TRENDS

4.3.1. For students preparing for "Ordinary Level" matriculation, technical reading material will be studied in addition to an "Intensive Reading" programme more limited than that studied under Part 4, Section 1. For full details, see Part 5, Section 3. Otherwise, this programme is identical with that specified in Section 4.1. above.

4.3.2. For students preparing for the "Government School-Leaving Certificate ('Gemer') for Vocational Schools", technical reading material will be studied in addition to the recommended reading programme in Section 4.2. above.

4.3.3. The English Inspectorate of the Ministry of Education will from time to time publish bibliographies of approved reading texts for Vocational and Agricultural schools and trends.

Part 5: EXAMINATION SYLLABUSES

5.1. ADVANCED LEVEL (4 points) MATRICULATION

5.1.1. The aims of the Examination Syllabus are:

To provide a means for ascertaining and evaluating the degree to which pupils have achieved the aims of the teaching syllabus as specified in Parts 1 - 3 of this Syllabus, on the clear understanding that the teaching syllabus is always far wider than the examination syllabus.

To ensure the teaching of certain materials and the development of the abilities and skills outlined in this Syllabus.

5.1.2. There should be no essential difference between the kind of question asked about literary set texts and that asked about nonliterary set texts.

5.1.3. The Written Examination

1.3.1. A composition of optimum prescribed length, to test written expression, to be chosen from a number of topics suggested.

1.3.2. Language questions - to test command of language features.

1.3.3. "Unseen" comprehension passages - to test reading comprehension.

1.3.4. Questions on the set texts - to test the ability to master assigned materials (factual and imaginative).

5.1.4. The Oral Examination

1.4.1. The object of the oral examination is to examine the candidate's ability to understand spoken English and to express himself on subjects he is familiar with, especially his immediate environment, his own interests and the interests of his age-group. Only language skills are examined, not political, religious, etc. opinions. At his discretion the examiner may give the candidate an opportunity to talk about his reading - extensive and intensive - but should not require him to do so, since the oral examination does not test the candidate's ability to master the assigned materials in English.

1.4.2. The candidate's responses are evaluated in accordance with the following criteria and order of priority:

a) comprehension (of the examiner's English),

b) fluency of expression,

c) accuracy of language - in the following order of priority: vocabulary, grammar, pronunciation.

1.4.3. The Oral examination will be made more objective by the addition of a standardized aural comprehension test.

5.2. ORDINARY LEVEL MATRICULATION (2 points)

5.2.1. The Written Examination

I) language questions

II) "Unseen" reading comprehension passages

Both sections I) and II) will be the same question-paper as for the "Advanced Level" programme.

III) two questions on the Intensive Reading Programme (Part 4, Section 1.2.).

5.2.2. The Oral Examination

as for the "Advanced Level" but with even more weight in the marking to be given to listening comprehension than to fluency and accuracy.

5.3. ORDINARY LEVEL MATRICULATION for VOCATIONAL and AGRICULTURAL SCHOOLS & for SPECIAL TRENDS (e.g. Pedagogical, Maritime)

As in paragraph 2 above, except for the following: one question on the Intensive Reading programme in paragraph 2, instead of two; in addition, a specialized reading comprehension text ("Unseen") with the answers given in Hebrew or Arabic.

5.4. "GEMER" EXAMINATION PROGRAMME

a) Reading comprehension passages ("Unseens") in slightly simplified English;

b) Language questions based on the syllabus for the Intermediate Division;

c) Oral examination.

5.5. "GEMER" EXAMINATION FOR VOCATIONAL SCHOOLS

a) Reading comprehension passages ("Unseens") on general subjects in slightly simplified English;

b) Language questions based on the syllabus for the Intermediate Division;

c) One reading comprehension passage on a specialized subject as studied in school (e.g. electricity, domestic science), to be set as an internal examination by the school, with the prior approval of the paper by the English Inspectorate. The answers in this specialized paper may be given in Hebrew or Arabic.

d) Oral examination.

5.6. OTHER PROGRAMMES

Examination syllabuses for other programmes (e.g. Secretaries, Schools for Technicians) will be published separately.

Part 6: APPENDIX: LANGUAGE PROGRAMME FOR THE UPPER DIVISION (Explanations and Notes)

Contents:

A. List of the Structures taught in the Primary School and the Intermediate Division;

B. Further applications of the structures previously studied;

C. New structures to be learnt as part of the Active (Productive) Grammatical Inventory;

D. Some structures which may form part of the Passive (Recognition) Grammar met and explained but not intensively drilled or tested;

A. The Structures Taught in the Primary School and the Intermediate Division.

The forms and meanings of the following structures are to be thoroughly reviewed and consolidated in the Upper Division, especially when teaching a new application of a structure previously studied (Section B of this Language Programme) or when a new structure (Section C) contrasts in some way with one studied earlier (e.g. "past conditionals").

Classes 5 - 6

1. BE patterns
2. Noun plurals
3. Attributive Modifiers
4. Imperative
5. Present Progressive
6. Present Simple
7. Prepositional Patterns
8. Past Simple
9. "Going to" future
10. Linking Verbs ("become, smell, feel")
11. Modal CAN
12. Modal WILL
13. Adjective Comparison
14. Noun Genitive
15. Possessive Pronouns "mine, yours" etc.
16. Short Additions - "Echo" ("I do too")
17. Indefinite Pronouns ("one/ones")
18. Ordinal Numbers
19. First Person Imperative ("Let's go!")
20. "Let" + NP + Base ("Let him go! ")

21. Negated Object ("He has no friends.")

22. Indirect Object

23. Some Catenatives ("I want to go.")

24. Agent-Noun suffix ("work - er")

Classes 7 - 9

25. Quantifiers ("some, any, few" etc.)

26. Reflexive Pronouns

27. "Have To/Had To/Will Have To"

28. Manner Adverbs ("quietly")

29. Pre-Verbals ("always")

30. Negative Interrogative ("isn't he here?")

31. Predicative Adjectives ("asleep")

32. Adverb Comparison

33. "Either/Neither...Or/Nor"

34. Catenative Verb+NP+Infinitive ("I want him to go")

35. Past Progressive

36. Temporal Clauses (present, past and future time reference)

37. Modal MUST (necessity and assumption)

38. Modal MUSTN'T

39. Modal COULD (past ability and past permission; tentative present)

40. NEED (Modal and full verb)

41. Modal WOULD (polite requests, past of "WILL" in formal Reported Speech, contemporary unreal condition)

42. Modals MAY/MIGHT (in free variation) - possibility and permission; MIGHT as tentative MAY

43. Modal SHALL - first person interrogative as polite suggestion; formal first person future

44. Modal SHOULD - moral obligation, tentative assumption

45. OUGHT TO - synonym of "SHOULD"

46. DARE as Modal and full verb

47. Catenatives USED TO, BE ABLE TO

48. Tag Questions

49. Positive and Negative Agreement - "So/Neither do I"

50. Passive Voice - present and past simple and progressive, modals (also GET catenative)

51. Two-Word Verbs - prepositional and separable

52. Catenative Complementation: Verb + -ING ("gerund"), Preposition + -ING

53. Catenative Complementation: Verb + NP + Base ("He makes him go")

54. Catenative Complementation: Verb + NP + NP (Object Complement - "They made him king")

55. Complex Sentences of Cause, Concession, Purpose and Result

56. Present Progressive with future reference ("I'm going there tomorrow")

57. Perfect Aspect (Present) (-current relevance of past event, including its use with "SINCE" and "FOR")

58. Perfect Aspect (Present Progressive) - an activity continuing from the past into the present

59. Perfect Aspect (Past) - relevance to the past of a preceding event

60. Noun-Object Clauses ("I know that he...") - including Reported Speech, with the sequence of tenses agreement as optional in speech and obligatory in writing

61. Defining Relative Clauses - relative pronoun "THAT" or zero for Object Clause preferred

62. Conditional Clauses - "Open" (present tenses or others for the conditional clause, modal in main clause)

Conditional Clauses - "Unreal Contemporary (Hypothetical) " (past tense in conditional clause, past modal in main clause)

63. Modal Phrases - WOULD RATHER ('D RATHER)

- HAD BETTER ('D BETTER)

64. Semi-Modal (Catenative) - BE ABOUT TO

65. NP + "HAVE" ("GET") + NP+ Verb-past participle ("I had my hair cut")

66. "BE USED TO" + gerund, NP (" I am used to him")

67. HAVE GOT/HAVE GOT TO

68. "HAVE" as an anomalous finite

69. "WHOM" (formal style)

70. NP+Verb+"SO/NOT" - "I hope so/not".

71. Some Derivational Affixation Patterns

B. Further Applications of Structures Previously Studied

1. PRESENT PERFECT (other uses of). Pupils are taught the British usage of the Present Perfect.

a) Just perfect as a very recent activity

b) already, not yet, frequency adverbs

c) to indicate action completed within a period of time which is specified and includes the moment of speaking, e.g. today, this week, during the last 5 years. Example: "I've seen him three times this week so far".

N.B. The perfect of "BE"-preposition "TO" is used to indicate a return journey ("I've been to London").

2. MODALS (other meanings)

2.1. WILL - characteristic ("Boys will be boys. He'll sit there for hours")

- volition especially in the negative (e.g. "He won't come"- i.e. he refuses). See below "WOULD".

2.2. WOULD - past time characteristic ("When he was young, he would sit there for hours").

This form is partly synonymous with "USED TO" (as in the example), in the restricted context of activities that were habitual or recurrent in the past, but only when using non-stative verbs. ("Stative verbs" are also known as "Private Verbs" - see Primary School syllabus).

Compare: "I used to know him well".

* "I would know him well".

(Asterisked sentences indicate non-occurring forms).

- volition in the past, especially in the negative (e.g. "He wouldn't do it" - i.e. he refused). See WILL above.
- tentative request ("Would you mind -ING...?", "Would you open the window please?")

2.3. CAN - Sensation ("I can see him now") N.B. British usage "I can't see him"; U.S. usage "I don't see him". Hebrew speakers will tend not to use the Modal here / ani ro?e oto/.

2.4. SHOULD - in the Object clause after verbs of suggestion (Traditional Grammar - "subjunctive equivalent") - "I suggest that he should do it", instead of "that he do it" or " that he does it". See Pattern D 8 ("Recognition grammar"). Other verbs in this class are: demand, require, propose.

3. PRESENT PROGRESSIVE + "ALWAYS" or "FOREVER"

Examples: "I'm always doing that", "He's forever reading". This use of the Present Progressive is sometimes called "SPORADIC REPETITION". In effect it is the "habitual" use of the present progressive; the reference is usually pejorative. Note that the present progressive "habitual" always requires an adverb, whereas the present simple "habitual" does not. Contrast "I always tell my class that..." with "I'm always telling my class that..." (i.e. rebuking them).

4. PRESENT SIMPLE (other meanings)

a. "Planned future" - "They go on their trip tomorrow".

b. "Demonstrative" - reporting an activity, not indicating duration and so not requiring the Progressive form: "The team comes on the field now". "So-and-so kicks the ball". "Now I wipe the black-board".

c. "Narrative" ("historical present") a vivid reportage of a past event. "Napoleon orders his army to attack."

d. "Performative" - the words are part of the activity; the verb is used with the first person pronoun: "I say you're wrong", "I promise I'll come", "I hereby name this ship the X".

5. ADJUNCT NOUNS (Nouns as Modifiers of Nouns)

Adjunct nouns were introduced in Classes 5-6 as nouns modifying other nouns within a Noun Phrase. Some traditional grammarians regard the Adjunct Noun as an Adjective or as a "Noun functioning as an Adjective",

but structurally this definition is untenable (e.g. an adjective may be preceded by a word like "very" ("Pre-Adjective" or "Intensifier") — " a very stony hill" — whereas an Adjunct Noun may not -" *"a very stone house".

Hebrew will tend to use the genitive phrase ("smichut"), a prepositional phrase or an Adjective+Noun combination where English would use the Adjunct Noun+Head Noun.

Examples: "a gold watch" (Hebrew: prepositional phrase - /ʃa?on mezahav/

"city hall" (Hebrew: genitive phrase - /beit ha?irija/)

"head teacher" (Hebrew: adjective+noun - /more raʃi/)

Primary stress is on the Head element as in the examples above.

The Adjective+Noun pattern has a similar stress distribution.

COMPOUND NOUNS

Pupils will have met very many compound nouns in the course of their English studies. Here again, Hebrew often uses a genitive phrase or a prepositional phrase. Where a genitive phrase is used, the word order will be the reverse of the English pattern, e.g. "nightclub" (/mo?adon laila/), "headache" (/kə?ev roʃ/), dining-room, housewife. Reversing the correct order of the English pattern to accord with Hebrew usage is a very common error. Compare: "bus station" (Modifier+Head) /taxanat otobusim/ (Head+Modifier).

Another common error of Hebrew speakers using the Noun+Noun pattern (both Compound and Adjunct) is to pluralize the Modifier (e.g. "*oranges peels"- following Hebrew /klipot tapuzim/). Whereas in beginning classes the parallel tendency to pluralize the adjective (*bigs boys) is soon eradicated because of the non-occurrence of pluralized adjectives in English, the pluralized noun as an adjunct or an element in a compound is much harder to eradicate since every learner comes across this pluralization (or alternatively and even more confusingly the genitive as a Noun-Head Modifier) in other contexts all the time, e.g. "a boys' school".

Some Characteristics of Compound Nouns in English:

I) Compound Nouns and Adjunct Nouns are usually analyzable as transformations of underlying sentences, e.g. "(I have a) headache" as "(my) head aches";

II) the first element carries primary stress (ˊ), as distinct from the Adjunct Noun pattern (see above);

III) the two elements are Modifier-Head. The Modifier may be a noun (e.g. goldsmith), an adjective (e.g. blackboard), a pronoun (e.g. he-goat), a verb (e.g. playground; for -ING modifier, see Section 7), or particle (e.g. outbreak - compare with the corresponding two-word verb "break out"). Compare: "a bus station" (a certain kind of station),
"a station bus" (a certain kind of bus).

Notes: (1) Compound nouns are manifested phonologically (stress assignment) not typographically. The orthographic conventions are usually quite arbitrary: one word ("blackboard"), two ("beauty parlour") or hyphenated ("dining-room"), with frequent overlapping. There are no fixed rules for hyphenation in English.

(II) Any word may carry primary stress, if the intention is to emphasize that word contrastively.

(III) Nouns are not the only compound words in English; there are also compound adjectives ("seasick") and compound verbs ("outdo"). The following types of compound adjectives occur in English:

a) a red-haired boy (= a boy who has/with red hair), a three-legged table, a cross-eyed look,

b) a fun-loving fellow (= a fellow who loves fun), a beer-drinking type, a nice-looking girl,

c) sunburnt, brickbuilt,

d) well-known, well-dressed,

e) quick-firing, high-flying, far-reaching

f) incoming, outgoing, upstanding

(IV) Ambiguities occur in the NP pattern in written English (where stress is not indicated) because of word order and the paucity of inflectional and derivational suffixes in the language; thus "the English teacher" may be Noun+Noun: /hamore lə?anglit/ "the English teacher" or Adjective+Noun /hamore ha?angli/ "the English teacher".

7. -ING AS A NOUN-MODIFIER

Grammarians divide this structure into (I) Gerund+Noun, in which case it is a Noun modifying another Noun (Compound Noun stress pattern), and (II) Present-Participle + Noun, in which case it is a Verb modifying a Noun (Adjunct+Noun stress pattern).

Examples: "Running water, which may be described as a transformation of "water that is running" (i.e. present-participle);

"Dancing girls", similarly analyzable as "girls that dance" (present participle).

Both these examples above stress the last element (Pattern 5). On the other hand, "Dancing shoes", is describable as a transformation of "shoes for dancing" (i.e. a gerund, which has the stress pattern of a Compound Noun).

This pattern cannot be analyzed as "Adjective+Noun", since the -ING cannot be compared ("more -, most -,") or be modified by an Intensifier ("very"). Some other -ING modifiers, however, are adjectives according to this classification - e.g. "This is a more / very interesting pleasing book" (all drawn from a special set of animate-object verbs). Semantic restraints (selectional rules) operate here and each item must be learnt separately; thus, for example, the set of animate-object verbs (e.g. "excite, astonish, shock, satisfy") have the common property of arousing emotion of one kind or another. "Dancing girls" will be translated by different syntactic structures in Hebrew, (I)/banot rokdot/ for the English participle construction (primary stress on "girls") and (II) /rakdaniot/ for the gerund (primary stress on "dancing").

8. "PRE-ADJECTIVES" ("INTENSIFIERS") MODIFYING ADJECTIVES AND ADVERBS.

This construction is an expansion of "VERY"+Adjective/Adverb, taught in Classes 5-6. Other examples of Intensifiers are "somewhat, pretty, too, fairly, quite". Some of these Intensifiers may also appear before the Comparative ("somewhat better"), others also function as Determiners ("much better" as Intensifier, "much money" as Determiner).

Traditional grammarians classify these words as "adverbs" but nothing is gained by combining into one word-class modifiers of verbs and modifiers of adjectives and adverbs, since they do not function alike.

9. SENTENTIAL COMPLEMENTS IN VARIOUS FUNCTIONS:

(a) Pupils will already be familiar with the fact that verbs can be complemented not only by ordinary NP's, but by expressions (clauses and phrases) derivable from underlying sentences (Syllabus for the Intermediate Division Patterns 18 (-ING) and 26 (Noun-Object Clauses). There are three major ways of turning sentences into complements in English: with the Infinitival to, with the Gerund -ing and with the subordinator that:

e.g. I want to help you.
I enjoy helping you.
I know that I can help you.

Notes (I) Hebrew has only two equivalents for these three forms: the Infinitival/ani roce la?azor/...; a /ʃe/ or /ki/ clause: /ani yodea ʃe ani jaxol/..

(II) The choice of type of complement depends on the particular verb, and this is another source of potential interference.

Compare: I suggest that we go now: /ani macija ʃe nelex axʃav/

*I suggest to go now: /ani macija lalexet axʃav/

(see * note on page 30)

(b) These same complement structures can also be used with NOUNS, as follows:

I) INFINITIVAL: the need to help others
the desire to help others

the ability to help others
the chance/opportunity to help others

II) GERUND: the habit of talking with one's mouth full
the idea of going abroad
the thought of living alone

III) NOUN CLAUSES: the idea that he might go abroad
the fact that nobody knows the answer
the knowledge that it could never happen

(c) The -ING form is accompanied by the possessive form of the subject of the complement (e.g. "Do you mind John's playing the piano?", "I resent his taking all the food"). However, in contemporary usage, both the possessive and the objective form of the underlying subject are acceptable in the following contexts:

e.g. I disapprove of John's driving.
I disapprove of John driving there on his own.
Do you mind my opening the window?
Do you mind me opening the window?

In such cases, the use of the possessive makes the expression more like an ordinary nominal (see 9e) below), while the use of the objective case (for example, him instead of his) makes it keep more of its verbal flavour.

(d) See also Pattern C10 (Pro-Subject IT) for further examples of sentential complements.

(e) Note: the -ING form and the FOR-TO structure (see Pattern C10) can occur not only in Object position in sentences, but also as the surface Subject, as follows:

(I) For you to do that would be ridiculous = IT would be ridiculous for you to do that.

(II) That he never comes on time is well-known = IT is well-known that he never comes on time.

(III) His saying that irritated me.
BUT NOT: *It irritated me his saying that (except perhaps in a very informal colloquial style).

(f) A fourth type of Complement structure - in addition to the three noted in 9a) above - is provided by cases of Nominalization, i.e. the process whereby a verb is turned into a noun, and the verb-phrase of which it was the Head is thereby transformed into a noun-phrase. Compare, for example:
VERBAL -ING form: "Absorbing immigrants is..."
NOMINAL -ING form: "The absorbing of immigrants is..."
ABSTRACT NOUN: "The absorption of immigrants is..."

(I) Note that the infinitival and gerund nominals are like verb-phrases in that they may contain adverbial modifiers of the verb (e.g. "absorbing immigrants effectively") and, except when the subject is impersonal, may have perfect or passive verb-phrases (e.g. "having absorbed..." "being absorbed"). But the abstract noun is like a noun-phrase in that it takes only adjectival modifiers (e.g. "the effective absorption"), does not have perfect or passive verb-phrases, requires the

verbal object to be in a prepositional phrase (e.g. "the absorption of..."), and may contain the derived nominal form of the verb itself in -tion, -ment, -al etc.

(II) All verbs in English have an -ING form. Many have both the -ING form and the abstract-noun form, e.g.: reacting - reaction, expecting - expectation, judging - judgment, developing - development, refusing - refusal, arriving - arrival.

However, many of the commonest verbs in the language have no special abstract-noun form, e.g. "come, go, write, read, cook, swim, drive, work". This is the source of many ambiguities; thus, "I disapprove of John's cooking" could mean "the fact that John cooks", "the way in which John cooks" or "the things that John cooks."

(III) Note that in the sentence "We found some writings for the collection", the -ING form is interpreted as a concrete noun. In Hebrew, the form called /ʃem hapəula/ manifests verv similar properties, e.g. /hoxaxa/ "proof" or "proving"
/jiʃuv/ "settlement" or "settling"

(g) In addition to Nouns and Verbs being complemented by the same four basic types of structures (all of which are derivable from underlying sentences), ADJECTIVES may similarly be complemented:
e.g. He is AFRAID OF (his wife's) taking risks.

He is RESPONSIBLE FOR { (the judge's refusing to hear the case.
(the collapse of their business.

It is EASY (for you) to talk that way.

It is OBVIOUS that they will never get here on time.

Note that in the last two examples we again have instances of the Pro-Subject IT referred to in 9d) and 9e) above and in Pattern C10 in this Syllabus. See also Pattern C5 in this syllabus for the ADJECTIVE + PREPOSITION structure.

(h) The two non-finite constructions (the Infinitival and the Gerund) can also be derived from sentences in the past, in which case the Perfect form of these expressions is used, as follows:
to have + Past Participle, having + Past Participle.
e.g. We were glad to have met them = We were glad that we had met them.
He regretted having told her = He regretted that he had told her.

However, teachers are advised to treat both the Perfect Infinitive and Perfect Gerund as parts of the "Recognition grammar" referred to in Section D of this Syllabus.

10. HAVE + NP + BASE

Example: I had him do it.

a) "HAVE" here means "to cause" and is partly synonymous with "MAKE" Pattern 19, Classes 8-9.

b) "MAKE" is ambiguous as between "compulsion" ("he made him apply for the job") and "cause" ("he made him dislike the game"). With adjective complements, only the latter interpretation is possible - "he made her happy/sad/tired".

c) "HAVE" generally refers to causing at one's own behest or volition - "We had our guests come early" or "She had her pupils hand in their essays every Sunday morning"

d) HAVE+NP+PAST PARTICIPLE (" I had my hair cut") is taught in the Intermediate Division, Pattern 35 classes 8-9, but can now be reviewed as based on c) above. Thus, "They had their house painted" = "they had someone paint their house".

11. ACTIVE INFINITIVE WITH PASSIVE MEANING

Example: "He is to blame".

The parallel passive form is just as common - "there's no time to lose/ be lost." However, the construction "he is to be blamed" may also mean that someone will blame him, whereas "he is to blame" simply means "it is his fault".

12. MORE DERIVATIONAL AFFIXATION PATTERNS

These patterns were introduced in the Intermediate Division (Pattern 41, Classes 8-9). Teachers are advised to pay special attention to prefix and suffix patterns in the Upper Division, on the general lines suggested in the Intermediate Division Syllabus. Care should be taken in the case of derivative forms which in Modern English are no longer semantically related, e.g. arbitrary-arbitrate, considerate-considerable. Similarly, teaching time need not be spent on pointing out the common origin of prefixes, as in"desist, defer, depress, detain", or in bound stems, as in "desist, insist, persist, consist", etc.

C. NEW STRUCTURES TO BE LEARNT AS PART OF THE ACTIVE GRAMMATICAL INVENTORY

1. COMPLEX VERB PATTERNS

1.1. HAVE (present or past) + BE-past participle + VERB - past participle.

This construction is called the "PERFECT PASSIVE" (present or past).

Example: "The letter has been written" (± by - agent).

N.B. The forms "has/had been being written" are so rare as to be virtually non-occurring.

1.2. HAD+BE-past participle+Verb-ING

This construction is called the "PAST PERFECT PROGRESSIVE".

Example: "He said that he had been living there for ten years".

The Present Perfect Progressive was taught in Classes 8-9.

1.3. PRESENT MODAL + HAVE + VERB - past participle

This construction consists of the Present Modal+Perfect Base.

Examples:

(I) "He will have gone by 8 p.m." (the so-called "future perfect"). Note the use of "by" in this connection, where Hebrew speakers will tend to use "until" (similarly with the Modal WILL - "he will get here BY 8 o'clock").

(II) "He may have gone yesterday" (indicating past possibility) or "by the time we arrive" (i.e. also a "future perfect").

(III) "He must have gone there yesterday" (indicating past inference).

All these structures have "past implications" of one form or another. Contrast the Past Modal+Present Base form of some of these verbs, e.g. "He had to go" (past obligation) v. "He must have gone" (present certainty about a past event) as the two past-time analogues of "MUST"; likewise, "He didn't need to go" (neutral implication-he went or he didn't) v. "He needn't have gone" (but he did, see Pattern 1.5 below) where the verb "NEED" in the first example is a full verb not a Modal.

Hebrew speakers usually find this structure particularly difficult, since Hebrew has no similar construction. The nearest equivalents might be:
- example (I) above /hu kvar lo jihe kʌn ba ʃa?a 8/
- example (II) above/yitaxen ʃe halax etmol/ or / yitaxen ʃe kvar lo jimace ad ʃe nagia/

1.4. MODAL + PROGRESSIVE BASE

Modal + BE + VERB -ING

(a) Present Modal

Examples: "He will be going" (i.e. the so-called "future progressive")

"He may be going"

This verbal form is not only used to indicate incomplete duration in the future (e.g. "He will be writing when you arrive" or "he will be sleeping at 8 p.m.", showing incomplete activity), but also a future activity already planned or contemplated (note that the present progressive may also indicate future):

Note the following distinction in the interrogative:
- "Will you be going there tomorrow?", which merely seeks information;
- "Will you go there tomorrow?", which might entail a request, as evidenced by the possible addition of "please".

(b) Past Modal

Examples: "(He said) he would be going".

"If he were with us now, we would / might/could already be enjoying ourselves".

Some Traditional grammarians call the pattern with "WOULD" the "future progressive in the past" but such a definition ignores the formal and functional relationship of all the modals in this pattern.

Other more complex modal patterns (e.g. "he/will/would have been going") may be regarded as part of the passive "recognition" grammar (see part D).

1.5. PAST MODAL + PERFECT BASE

Past Modal +HAVE + VERB-past participle

Examples: "He would/could/might/should/ought to/needn't have gone".

(a) This construction is most commonly found in the "unreal past" conditional, where the conditional clause is in the past perfect. It is negative in declaration or implication, presupposing that a certain activity definitely ("would, should") or probably ("might, could") did not happen.

(b) Contrast: - He could have helped us (but he did not).
He could help us (maybe he still will).
- She should have told them (but she did not).
She should tell him (maybe she still will).

(c) In Hebrew, a single form / haja carix / is generally used for all the following distinctions in English:

(I) had to = fulfilled obligation

I had to go to the dentist, so I couldn't meet you.

But not: * I had to go to the dentist, but I didn't.

(II) Should/ought to have = unfulfilled obligation.

I should have gone to the dentist, but I fell asleep.

But not: * I should have gone to see him and I did.

(III) Was/were supposed to = either interpretation

They were supposed to leave for Italy last Monday,

(a) but their flight was cancelled.

or (b) so they rented their apartment.

N.B. The following Hebrew equivalents of the above examples have been suggested: (I) /hictarex/

(II) /haja carix/

(III) /haja amur/.

(d) Contrast: He ought to have gone (but he didn't).

He needn't have gone (but he did).

2. NON-DEFINING RELATIVE CLAUSES

Example: "Chaim Weizmann, who was born in Russia, became the first President of the State."

(a) A non-defining (non-restrictive, parenthetical) clause is in apposition to the main clause; it adds information to but is not semantically

dependent on the main clause. The two functions of this relative clause are parenthetical (hence the commas or pauses) and conjoining. Hebrew speakers (and probably most English speakers conversationally) use a compound sentence of two main clauses instead of this construction, in the above example "Chaim Weizmann was born in Russia and became..." (i.e. conjoining). The correct use of this pattern is part of the necessary instruction in English stylistics in the Upper Division. Care should always be taken to distinguish this more formal parenthetic-conjoining pattern from the defining relative, which is a semantically and structurally integral part of the sentence and is used to modify the Head Noun.

(b) Speakers usually pause before and after such a clause (indicating its parenthetical character).

(c) This relative clause is normally preceded by a comma and followed by a comma or a full stop; alternatively it may be marked off by parentheses or dashes.

This pausing or punctuation does not apply in the case of Defining Relative Clauses (taught in the Intermediate Division syllabus).

(d) The relative pronouns used in this more formal construction are WHO, WHOM (obligatory as the Object pronoun), WHICH and WHOSE. The zero relative (deleted pronoun) and THAT are never used in this pattern.

(e) The two types of relative clause may be contrasted thus: "My friend who lives in England writes regularly" (defining - i.e. one of my many friends, so that the relative clause is essential to the meaning of the sentence), and "My friend, who lives in England, writes regularly"

(non-defining - i.e. I have one friend, with the sentence conveying two separate pieces of information).

3. VERB (Sensory Verb) + NP + Base/Participle

Contrasting examples: "I saw him read/reading."

This pattern can be viewed as a combination of two sentences - "I saw him/he read/ or "I saw him/he was reading. The use of the Base form indicates completion, while the participle indicates incomplete duration.

Another (classic textbook) example is "I saw him cross the road" (i.e. he arrived at the other side) as against "I saw him crossing the road" (i.e. en route). Hebrew does not make this distinction in the form of different structures.

4. THE INDIRECT OBJECT AS AN OBLIGATORY PHRASE

In Classes 5 and 6 the Indirect Object both as a prepositional phrase ("I gave the book to him") and as pronoun or noun-phrase ("I gave him the book")were taught. However, certain verbs in English govern an obligatory prepositional phrase as Indirect Object; Hebrew speakers tend to over-generalize the NP Indirect Object pattern and so create such typical errors as: "I explained him the answer" instead of "I explained the answer to him", and "I suggested her the answer" instead of "I suggested the answer to her".

Verbs taking the Indirect Object transformation are generally Germanic, monosyllabic words (exception: "say").

Compare:	give	-	donate
	send	-	deliver
	show	-	demonstrate
	tell	-	explain, inform, report
	read	-	narrate
	make, build	-	construct
	buy	-	purchase
	get	-	obtain

In other words, most verbs that have an obligatory prepositional phrase are polysyllabic (except for "say") whereas those that have both structures are usually monosyllabic.

5. ADJECTIVE + PREPOSITION

Certain adjectives collocate with specific prepositions; in general, the use of the correct preposition is a sure sign of an idiomatic grasp of English and the teacher should drill these various prepositional patterns, including two-word verbs (Intermediate Division syllabus) the preposition+ gerund (Intermediate Division syllabus) and now the adjective + preposition pattern.

Examples: "busy at, fond of, aware of, afraid of, good for, angry with". Notice the preposition+NP+infinitive pattern - "it's kind of you to say so", "it's good for you to do that" - i.e. usually with "Preparatory IT+ BE" patterns (see Pattern 10).

6. SENTENCE-CONNECTORS

("Conjunctive Adverbs" in Traditional grammar).

These function words (examples: "THEREFORE, HENCE, MOREOVER, BESIDES, HOWEVER, LIKEWISE, FURTHERMORE ") connect sentences into an organized discourse. "PERHAPS" is distinguished from the other words of this class, since only it may head the first sentence in a passage. The main purpose of these words is stylistic and paragraph-syntactic. Pupils in the Upper Division should have a good grasp of these words and their function, as integral features of English idiom. Some of these words are more typical of formal written style (e.g. "hence"), while others are colloquial and informal ("still", "besides"). In general, pupils in the Upper Division should be deliberately exposed to the more formal usage of written discourse.

7. IDIOMATIC USES OF CERTAIN WORDS

The appropriate use of words such as those below is an indication of idiomatic control of the language. In the Syllabus, the main stress is always on sentence patterns (including the use of verb tenses and aspects) but in the Upper Division due attention should be paid to parts of speech other than the Noun and Verb and to their co-occurrence in sentence patterns. Some of these "idiomatic words" (usually adverbs) are the following:

ALREADY: This word occurs in the Perfect phrase in British and some varieties of American English; it also occurs in the Simple and Continuous aspects ("They were/are already writing; he already knows the answers"); its most common position is pre-verbal; it

means "by this (that) time". "Already" usually occurs in a positive statement, "(not yet') replacing it in the negative and interrogative, but "already" may occur here to indicate surprise - "Is it 10 o'clock already? Have you seen him already?" When used in an interrogative sentence, a positive answer is expected (or feared). It is sometimes over-used by Hebrew speakers as a direct translations of /kvar/, e.g. "*He knew (how) to do that already from an early age."

STILL: This word occurs in positive statements, "any more" in negative. In interrogative sentences, "still" implies a positive answer, "any more" a negative one - "Do you still like him?"

- "Do you (more probably "Don't you") see him any more?"

Note the pre-verbal position of "still" (except after "BE" as is the case with all pre-verbals), except for other placing for the sake of emphasis.

"Still" and "Yet" may be compared in these sentences:

- "Is he at school yet?" (i.e. has he arrived?)
- "Is he still at school?" (i.e. hasn't he left?)

"Still" means "even to this (that) time": with the comparative form of adjectives it acts as an Intensifier, meaning "even more" ("This book is cheap, but that one is still cheaper"); it is also a colloquial sentence-connector (or sentence-adverb) meaning "nevertheless".

- "Money is short. Still, they manage".

ONLY: This word may modify nouns, verbs and sentences.

As a noun-modifier, it means "single" "no other", "nothing else" as in "He is the only man here". It may occupy different positions in the

sentence according to the parts of the sentence to be emphatically modified: e.g. "I'm only writing a letter" (i.e. "I'm not doing anything else").as against "Only I'm writing a letter". Before expressions of measure, it means "though more might have been expected" as in "He's only 3 years old", "it holds only 4 gallons", etc.

"Only" may co-occur with "too" as an intensifier of the intensifier - "I'm only too pleased to be invited. It's only too true, unfortunately." It emphasises the conjunction "IF" as in "If only he were here." Lastly, "only" may be a conjunction, meaning "but" - "He's clever, only he's lazy."

JUST: (I) As a pre-verbal, "Just" is used in the perfect phrase in British and some varieties of American English to indicate the immediate past, as in "He's just gone" (some American varieties - "He just went.") But note "He just missed the train yesterday" contrasted with "He's just missed the train" (current relevance).

(II) "Just" also means "exactly" or "precisely", as in "It's just the thing I wanted".
"It's just 9 o'clock".
"I'm just going".

(III) "Just" also means "the very last opportunity", as in "I saw it just in time". Contrast "I could just see him", as positive in meaning, and "I could hardly see him", as negative (See "hardly" below).

(IV) It may also function as an intensifier of prepositions or adverbs, as in - "it's just over there; it was just about then; just here/now/off".

(V) It is also an Imperative modifier, used to soften the tone of

the command, as in "Just come here, (please/will you?)". "Just a moment!"

(VI) "just" is also a synonym of "only" in certain contexts ("He's just a teacher.")

AT ALL: This phrase means "in any way" or "in the least" in a negative connotation (stated or implied).

Examples: "I don't know him at all."
"If you're at all interested..."
"Does he do any work at all?"

Note the idiom "not at all", meaning "you're welcome", as a response to "thank you".

N.B. "At all" should not be translated as/bixlal/ in Hebrew in a positive sentence, but only in negative and interrogative contexts, as in the above examples (also "He hardly speaks at all").

BARELY, SELDOM, RARELY, HARDLY, SCARCELY:

These pre-verbals are regarded as "quasi-negatives". Semantically they are positive, insofar as they do signify an achievement under difficulty, but syntactically they are negative, as evidenced by the positive question-tag -

"I don't know you, do I?"
"I hardly/scarcely know you, do I?"
as contrasted with "I do know you, don't I ?"

Furthermore, they co-occur with "anybody/thing/where" more often than with "some...", again indicating their negative character.

Teachers and course-writers should pay special attention to finer lexical considerations and semantic distinctions such as these.

8. EMPHATIC VERB PHRASES

(a) Where the AUXILIARY (Modal, be, have or do) in a Verb-Phrase is given emphatic stress, it serves to re-affirm the proposition as a whole and/or deny its negation - just as YES/NO questions query the entire proposition, rather than any single part of it.

Thus: He WILL help us (why did you think he might not?).
He IS coming with us (whether you like it or not).
She DOES understand French (you don't know everything about her).

Note the use of the carrier DO with the Present or Past Simple.

(b) Elsewhere, any element in a sentence can be given emphatic stress.

Compare: - "John WILL buy Stella a new coat" - a general re-affirmation of a certain proposition.
- "JOHN will buy.....", answering the question "WHO will buy...?"
- "John will BUY..." i.e. he won't LEND her one.
- ".... a NEW coat", i,e. not a second-hand one, etc.

9. MODAL "BE TO"

Examples: "You are to be there at 8 o'clock".
"We are to meet at 8 o'clock".

BE TO indicates an arrangement and involves the concept of obligation (someone else arranges for you to do something). It is a Modal verb, since it cannot co-occur with other Modals (*he may be to meet us).

10. PREPARATORY "IT" (See Pattern B9 - Sentence Complements)

In Classes 5 and 6, the "Dummy Subject" (or PRO-SUBJECT) IT was taught in the pattern IT IS + Adjective, Participle, Noun, Pronoun, or expression of time or distance. The following structures can usefully be taught at this later stage:

(I) IT IS + NP + FOR + NP + INFINITIVE

Example: "It's hard for me to get up in the morning."
"It's easy for you to do that",

Here "you" is the explicit Subject of the embedded sentence ("you do that"). The FOR-TO infinitival in Subject position is so formal as to sound stilted (e.g. "For me to do that would be easy."). Pupils should be made aware of such usages ("Recognition" grammar) but should be encouraged to use sentences with the Pro-Subject IT.

(II) IT IS + NP + INFINITIVE

Examples: "It's good to know that." "It's hard to get up in the morning". The "real subject" of BE is the infinitive phrase and the "IT" pattern can be viewed as deriving from the underlying sentence "to know that is good". Again, this is a very stilted usage: when the Subject of BE is an infinitive phrase, the Preparatory IT is certainly to be preferred. An alternative transformation of the underlying sentence would be "That is good to know.",

which is as common as the IT construction.

(III) IT IS + NP + GERUND

Examples: "It's no use going there".
"It's fine knowing you".
"It's no good your pretending".

This construction seems to be most common in a negative context. The "real Subject" is the gerund, but the "Preparatory IT" is the more frequent and therefore the preferred construction.

As stated in the Syllabus for Classes 5 and 6 "The essential rule for 'THERE IS' and 'IT IS' is that a full English sentence requires a Subject before the Main Verb; if for some reason the Subject is omitted or placed after the Verb, a "dummy" Subject is placed in Subject position instead." Hebrew has a freer word-order and does not use this grammatical device, so that the Hebrew speaker will tend not to use this 'IT' at all or will say 'THIS' (/ze/).

These constructions (including the ones below) can be viewed as generalized transformations from two underlying sentences.

(IV) IT IS + NP + CLAUSE

Examples: "It is a shame (that) you couldn't come."
"It's obvious (that) he did it."

Here again, the Noun Clause in initial-sentence position ("that he did it is obvious") is found in the most formal style only; pupils should be encouraged to use the "Preparatory IT" construction.

Where these expressions (in sections (I) - (IV)) follow the verb, the empty Pro-Subject IT must be used - in Hebrew this is not necessary. Where they occur in Subject-position, the word IT must not be used. Some Hebrew speakers might tend to transpose the informal Hebrew usage / ze/ as 'IT' and so produce the following unacceptable sentences:

* For you to say that it is stupid.
* That he always comes late it is well-known.
* To do your homework in time it is wonderful.
* His coming here it was a nice surprise.

(V) PREPARATORY 'IT' with CERTAIN LINKING VERBS

Examples: "It appears/seems/that he has been here."
Note also such verbs as "it happens/occurs to me that...", which are not Linking Verbs.

(VI) PREPARATORY 'IT' WITH VERBS EXPRESSING EMOTIONS

Examples: "It amazes/pleases/delights/disappoints/excites me to hear your news." In all these cases, the recomposition of the sentence to have the clause or other complement of the verb in sentence-initial position is rare, hyper-formal or non-occurring. Note that these verbs comprise the same class as those mentioned in Pattern B7.

11. PREPARATORY 'IT' AFTER THE MAIN VERB

(I) Example: "I think it strange/a pity that he should be invited". The sentence may be analyzed as a compound sentence with three parts: the first part is "I think"; the second part has "IT" as a Dummy Subject with the deleted verb "BE"; and yet a third part "he should be invited". This construction appears most frequently with verbs of "belief" (e.g. "consider, hold, believe").

A similar construction, but more complex, is "I owe it to you that we are all safe and sound".

(II) Example: "I leave it to you to decide". The infinitive is the Direct Object of the verb (cf: I leave the decision to you").

(III) Example: "This will make it possible to undertake the task". Here again, 'IT' may be viewed as the Preparatory Subject IT of a clause with deleted verb 'BE', with the "Real Subject" at the end.

12. "WISH" + NOUN-OBJECT CLAUSE with the verb in the past perfect.

Example: "I wish/ed (that) he had been there".

Pattern 28.7 of the Intermediate Division Syllabus specifies the "WISH-THAT CLAUSE", with the verb in the THAT clause in the past tense, meaning an unfulfilled present hope. ("I wish he were here now"). At this stage, the Noun-Object Clause with the verb in the past perfect is taught, meaning an unfulfilled hope relating to past circumstances ("I wish/ed he had been here then").

D. SOME STRUCTURES WHICH MAY FORM PART OF THE PASSIVE "RECOGNITION" GRAMMAR

If the teachers are satisfied that their pupils have thoroughly mastered the Patterns in Part C of this Syllabus, they will probably teach some of the following structures as part of the active grammatical inventory of the pupils, but for most pupils the following structures will probably be "recognition" items only, met and explained in the course of their readings etc. but not intensively drilled or tested.

1. INVERTED WORD ORDER

as in conditional sentences ("Were you to do this, I would...; Had you done this, I would have...), with negators heading sentences ("Never have I seen..."), and with "only+adverb" heading sentences ("only later did I realize...").

2. MODALS IN CONDITIONAL CLAUSES

Examples: "If you were to/should/will/would do this, I would be most obliged".

3. MODAL + PROGRESSIVE PERFECT BASE

Example: "I will/may have been living..." (i.e. including the so-called "future perfect progressive")

4. PAST MODAL + PROGRESSIVE PERFECT BASE

Examples: "I would/might have been going..."

5. INDEPENDENT PARTICIPLE AS A SENTENCE-MODIFIER

(Sentential Complement as an adverbial modifier)

Examples: "Reading, he fell asleep. Having seen her home, he took a taxi".

6. INDEFINITE SUBJECT "ONE"

Example: "One doesn't do that kind of thing".

7. "COLOURED FUTURE"

Example: "You shall do it, whether you want to or not".

8. VERBS OF SUGGESTION OR COMMAND + (THAT) CLAUSE WITH BASE (in all persons)

Examples: "I suggest/demand (that) he be here".

"I suggest/demand (that) he not come".

9. PERFECT INFINITIVE AND PERFECT GERUND

Examples: "We were sorry to have missed you".

"We remembered having seen you somewhere".

N.B. The Perfect Base is taught in the active grammatical inventory, as part of a complex verb phrase (e.g. he would have gone - Pattern C 1.5).

10. NP + PASSIVE INFINITIVE

Example: "He is a man to be admired".

11. NOUN CLAUSES AND INFINITIVALS (SENTENCE COMPLEMENTS) IN SUBJECT POSITION

Examples: "For you to behave like that is inconceivable."

"That he did it is well known to everyone".

(See Patterns C10 for Pro-Subject IT and B9 Sentential Complements).

משרד החינוך והתרבות

הצעה לתכנית לימודים באנגלית

לחטיבה העליונה

המרכז לתכניות לימודים

ירושלים - שבט תשל"ג - ינואר 1973

61a

ה ת ו כ ן :

1. מ ב ו א.

2. התכניות בלשון.

3. התכניות בקריאה ברמה מורחבת.

4. התכניות בלשון ובקריאה למגמות ולבתי-ספר חקלאיים,
למגמות ולבתי-ספר מקצועיים, ולבתי-ספר וכיתות המלמדים על-פי תכנית
הלימודים ברמה "רגילה", וברמת "גמר".

5. תכניות לבחינות השונות (בגרות ברמה מורחבת, בגרות ברמה רגילה, בחינות
גמר, שאלונים מיוחדים למגמות מיוחדות (מקצועית, חקלאית, וכו').

ההצעה לתכנית הלימודים בחטיבה העליונה הוכנה על-ידי הוועדה לתכנית הלימודים באנגלית, תשל"א-תשל"ב, שחבריה היו : -

פרופ' ד' פיינמן - יושב ראש

מר ר' נפן - מרכז

גב' ע' אולשטיין

גב' מ' איתמר

ד"ר י"ד במברגר

גב' ר' ברמן

מר נ' כרקוב.

גב' ל' נואל

ד"ר א' לבנסטון

גב' פ' לייבנר

פרופ' ר' ליס

גב' מ' מכנר

ד"ר מ' עמירן

מר ד' פירון

גב' ה' קנלר

גב' ת' רבס

פרופ' מ' רוסטון

גב' ה' שוכברג

פרופ' א. שלוי

חלק 1 מבוא

1.1 מטרות

מטרתם הראשית של לימודי האנגלית בחטיבה העליונה, כמו בבית-הספר היסודי ובחטיבת-הביניים, היא - "להקנות לתלמיד אמצעי תקשורת עם העולם שאיננו דובר עברית" (מהמבוא להצעה לתכנית לימודים לחטיבת-הביניים).

1.1.1. בחטיבה העליונה מודגשות מיומנויות הלשון הבאות:

א. הבנת הנקרא;

ב. הבנת הדיבור;

ג. הדיבור;

לפיכך, מודגשת הבנת הנקרא יותר מאשר בכיתות הנמוכות יותר, וזאת - רק על סמך ההנחה שהתלמידים למדו בכיתות הנמוכות באופן שיטתי, לפי "הגישה הדיבורית" המומלצת בתכנית הכללית. בתכנית לבחינות הבגרות ב"רמה הרגילה", וגם בתכנית ל"תעודת גמר ממשלית", יש לראות את פעולות הכתיבה כחיזוקים למיומנויות האחרות, המצביעות על הבנת הדיבור והקריאה; ואילו בתכנית לבחינות הבגרות "ברמה המורחבת" יש ללמד את הכתיבה גם כאמצעי להבעה-עצמית בנושאים שבהם עסקו בכיתות או שהם קרובים לתחומי התעניינותם של התלמידים. את היכולת לכתוב חיבור דמיוני אין לראות כמטרה בלימודי האנגלית.

1.1.2. על התלמידים בכיתות י'-י"ב להגיע לשליטה בפרקי הדקדוק הפעיל המפורטים בתכנית הזאת ולהכיר את המבנים האחרים שנועדו בעיקר לזיהוי פאסיבי ולא לשימוש פעיל. בתחום אוצר המלים, מצפים מהתלמידים שירכשו תוספת של 1500 פריטים פעילים לפחות (וכך יגיעו ל-3000 פריטים בקירוב מאז ראשית לימודי האנגלית בבית-הספר), ונוסף על כך - אוצר מלים פאסיבי גדול.

1.1.3. מטרת התכנית בקריאה היא לאפשר לתלמידים להבין חומר כתוב באנגלית בת-זמננו ולהבין היטב ולפרטיו את תוכנו של חומר הלימוד שנקבע בתכנית הזאת, הן חומר עובדתי והן חומר דמיוני, ששפתו הקנית ומודרנית, ושהבנתו אינה מצריכה התמחות מיוחדת. נוסף על הוראת החומר הספציפי בקריאה אשר בתכנית זו, על המורים לקשר במידת האפשר בין האנגלית לבין המקצועות האחרים בדרך של לימוד טקסטים המופלצים במקצועות השונים במקורם האנגלי: למשל - חומר שנבחר מספרות אנגלית והנלמד כתרגומו העברי בקורס לספרות כללית, הצהרת העצמאות של ארה"ב הנלמד בקורס להיסטוריה, מאמר מקצועי הנלמד במדעי הטבע או בטכנולוגיה, או מאמר על חיי היהודים בחו"ל כחלק מקורס בלימודי היהדות.

1.1.4. התלמידים ילמדו אנגלית אמריקאית הקנית או אנגלית בריטית הקנית, אולם בין כך ובין כך יש להביאם לכך, שיכירו את סוג הלשון שאינה נלמדת בכיתה. יש להציג בפני התלמידים סוגים וסגנונות שונים של אנגלית - השיחה וההרצאה, הסיפור, הדרמה והשירה, האנגלית המדעית, הטכנית והעתונאית.

1.1.5. יש לנסות לעורר בתלמידים התעניינות בשפה בהור שכזו וגם לטפח את תחושת הלשון באמצעות ההוראה האגבית (אינצידנטלית), ברוגמות ובהקשות, וגם באמצעות קריאת כאמרים על השפה כחלק מתכנית הקריאה. כדי לסייע להחליך הזה, על הכורה לאנגלית לחפש דרכים לקשר את לימוד האנגלית ללימוד שפת האם והשפות הזרות האחרות שבמערכת הלימודים בביה-הספר.

1.2 <u>תכנית הקריאה</u>

1.2.1. <u>הקריאה האקסטנסיבית</u>

רצוי שהתלמידים יקראו לפחות 6 ספרים באנגלית כודרנית (בממוצע - ספר אחד לשליש לימודי) וגם כמה רב שיי כאמרים וכתבות החדשות במשך שלוש שנות לימודם.

בהדרכת המורה, על התלמידים לקרוא ספרים, מאמרים וכו' ברמה המתאימה לצורכיהם ולהישגיהם האישיים. במידה שהם מתקדמים בלימודיהם, יש לעודדם לקריאת ספרים באנגלית בלתי-מפושטת. התלמידים צריכים להיות מוכנים לדון על תוכן קריאתם האקסטנסיבית.

1.1.2. הקריאה האינטנסיבית

התלמידים ילמדו מספר טקסטים שנבחרו בידי הוועדה לתכנית הלימודים של משרד החינוך, בהתאם לקני-המידה ולמטרות שפורטו למטה. הטקסטים האלה מורכבים כלהלן :

1) הפרוזה העובדתית : מסות, מאמרים, פרקים מתוך ספרים.

2) פרוזה ושירה דמיונית: סיפורים קצרים, מחזות, שירים. מספר טקסטים כאלה ייועדו כחומר חובה ללימוד אינטנסיבי בכיתות י"א-י"ב ולבחינות הבגרות. חומר זה, במלואו ובחלקו, יוחלף מדי פעם בחומר אחר מהרשימה. לימוד השירה ניתן כברירה ומוחר למורים, אם ירצו בכך, ללמד תמורתה יותר פרקי פרוזה, כמפורט בחלק 3 בתכנית הזאת.

הטקסטים נבחרו בהתאם לדרישות הבאות :

א) הלשון: כתובים באנגלית טובה, מודרנית והקנית, וישמשו בין השאר הקשר משולב ללימוד השפה;

ב) ההתעניינות: מעניינים באופן מהותי לגילאי 16-18;

ג) האופי הכללי : אינם מצריכים ידע מקצועי מובהק כדי שיובנו ויעניקו הנאה; אוצר המילים ניתן להכללה בהקשרים אחרים.

ד) הערך התרבותי : ראויים לחשומת לבו של הקורא התרבותי הרגיל, הודות לערכם הספרותי או לרמתם האינטלקטואלית בטפלם בנושאים חשובים.

ה) אחדות : עד כמה שאפשר, צריך הטקסט להיות יחידה שלמה ולא חלק קצר ביצירה ארוכה יותר.

מטרתה העיקרית של הקריאה האינטנסיבית היא לפתח את יכולתו של התלמיד להבין לפרסיו חומר בעל ערך תרבותי וחינוכי, להגיע לשליטה בו וליהנות ממנו ולדון עליו.

"להבין" בסעיף הנ"ל, פירושו - לתפוס את המשמעויות המועברות לקורא התרבותי הרגיל שאין לו ידע מקצועי-מיוחד. שאלות בבחינת הבנת חבדוקנה את ההבנה אך ורק במובן הזה. בנסיבות מתאימות, יהכן שהמורים יתייחסו לתקסטים לאור דיסקורס הספרותית או לאור ההיסטוריה הכללית, התרבותית, או הספרותית, אבל גישות כאלה אינן מחייבות ולא ייבחנו.

ייתכן שכיתות מתקדמות מאוד ירצו לקרוא מחזה מאת שקספיר, או יצירות אחרות, אשר לשונן איננה בהתאם לסעיף (א-) דלעיל. אם יעשו כן, מובן מאליו שזה יהיה נוסף על התכנית המחייבת; חומר זה לא ייבחן בבחינת הבגרות בכתב, אבל הוא יוכל לשמש חלק מהבחינה בעל-פה, אם הנבחן ירצה בכך.

1.3. כמה שיקולים מתודיים

1.3.1. אף על פי שהתלמידים ברמה זו יוכלו, ללא ספק, להבין את כללי השפה באופן מופשט יותר, יש להקצות יותר זמן לשימוש בשפה בהקשרים מתאימים, מאשר לדיון על כללי השפה.

1.3.2. קרוב לוודאי שברמה זו יורגש יותר הצורך ויהיו יותר הזדמנויות לתרגום אגבי מאנגלית לעברית (לכשל: פריסים כופשטים). עם זאת, על המורים לזכור, שהתרגום הינו אמנות לעצמה וכיוכנות ספציפית, במיוחד ברמה הלשונית וספרותית של חומר הליכוד הנלכד בכיתות הגבוהות האלה. על כן, לא ישמש תרגומם של פרקים ארוכים יותר אל שפת האם או כמנה כל מטרה מועילה, ויעכב את ההבעה החופשית והמיידית באנגלית. הסבנות הדידקטיות בשימוש נרחב בעברית עולות על כל יתרון אסתטי או סבנטי.

1.3.3. יש לשים לב למקרים של הפרעה שפה-האם בלימוד האנגלית. לעתים קרובות, תצמח תועלת מהבהרת הניגודים האופייניים בין תכונות העברית והאנגלית.

1.3.4. יש לעורר בתלמידים את המודעות לארגון הריטורי של טקסטים. באשר לקטע - על התלמידים להגיע ליכולת זיהוי כשפטים ראשיים, ואילו במישור הטקסטואלי בכלל - עליהם להגיע ליכולת להכיר את הצנח הנושא, חיזוקו, הדגמתו, סיעון נגדי, הסתייגות וכו'. בשלב לימודים זה אפשר לעודד את התלמידים לתמצת ולסכם טקסטים במידות אורך שונות.

1.3.5. יש לאמן את התלמידים בשימוש במילון אנגלי-אנגלי, כסיוע חשוב ברכישת אוצר מילים גדול ומדויק. כדי להתקדם לקראת המטרה הזאת, כדאי לגבחנים להשתמש במילון (המומלץ על-ידי הפיקוח על הוראת האנגלית) בחלקים מסוימים של בחינות הבגרות.

ח ל ק 2 : <u>התכנית בלשון</u>

ראה את החלק הכתוב באנגלית שבתכנית זו.

ח ל ק 3 : <u>תכנית הקריאה לרמה המורחבת (4 נקודות)</u>.

פרטי התכנית רשומים בחלק הכתוב באנגלית שבתכנית זו. הרשימה בולה החולק לשלושה מחזורים (ראה חלק 1, סעיף 2.2), ובתחילתו של כל מחזור יוחלף חלק מהרשימה. הטקסטים שייקראו בכל מחזור הם:

1. הדרמה - אחת מתוך השלוש המוצעות.
2. חכישה סיפורים קצרים.
3. חכש מסות.
4. עשרה שירים.

כיתה שאיננה לומדת שירה, תקרא במקומה סיפור קצר אחד נוסף, ומסה אחת נוספת, כספורט בחלק האנגלי שבתכנית הזאת.

החלוקה הסדירה מפורטת בחלק האנגלי שבתכנית זו. הפיקוח על הוראת האנגלית יודיע לכל בית-ספר על מועד תחילתו של כל מחזור חדש.

חלק 4: תכניות אחרות

4.1. בגרות, רמה רגילה (2 נקודות)

4.1.1. התכנית בלשון - כמו הרמה המורחבת (ראה חלקים 1 ו-2 שבתכנית זו);

4.1.2. התכנית בקריאה אינטנסיבית -

רמה אחת, שני סיפורים קצרים, שתי מסות, כספורט בסעיף 4.1.3.

הקריאה האקסטנסיבית - כמו הרמה המורחבת (ראה חלק 1 סעיף 22), אולם קרוב לוודאי לא באותו מספר המקטעים. מומלץ בפני מורים לכלול פרשים אחרים בתכנית הקריאה ברמה המרוחבת, בחלק מהקריאה האקסטנסיבית.

4.1.3. פירוש התוכנית בקריאה האינטנסיבית - ראה את החלק הכתוב באנגלית שבתוכנית זו.

4.2. תעודות גמר ממשלתיות

4.2.1. התכנית בלשון - יש לראות את תכנית הלימודים לחטיבה הביניים כתכנית לפרקי הדקדוק הפעיל; את כל התכנית בלשון, בתכנית לחטיבה העליונה, יש לראות כתכנית למחזור הפאסיבי.

4.2.2. תכנית הקריאה - הטקסטים המומלצים יהיו מקראות מפושטות ברמת אוצר מלים של 1800-2000 מלים. על בחירת הטקסטים ומספרם יחליט המורה, בהתייעצות עם הפיקוח על הוראה האנגלית.

לדעת המורה והמפקח על האנגלית, מטוגלת הכיתה לקרוא חומר בלתי-מפושט, מותר לקרוא חומר ממחכונת הקריאה של הרמה הרגילה לבגרות במקום הנ"ל.

4.3. בתי-ספר ומגמות מקצועיים וחקלאיים

4.3.1 תלמידים המתכוננים לבחינות בגרות "רמה רגילה" ילמדו חומר קריאה מקצועי, בנוסף על תכנית קריאה אינטנסיבית המוגבלת יותר מאשר זו שנלמדת בחלק 4, סעיף 2. פרטים מלאים - ראה חלק 5, סעיף 3. פרט לכך - התכנית הזאת זהה גם עם התכנית המפורטת בסעיף 1. אשר לעיל.

4.3.2. תלמידים המתכוננים ל"בחינת גמר לבתי-ספר מקצועיים" ילמדו מחומר קריאה מקצועי בנוסף על תכנית הקריאה המומלצת בסעיף 2. אשר לעיל.

4.3.3. הפיקוח על הוראת האנגלית במשרד החינוך יוציא לאור, מפעם לפעם, ביבליוגרפיות של חומר קריאה מומלץ לבתי-הספר ולמגמות המקצועיים והחקלאיים.

חלק 5: תכניות הבחינות

5.1. רמה מורחבת

5.1.1. מטרות תכניות הבחינה הן:

א. לספק אמצעי לוויזוא ולהערכה של רמת הישגי המטרות של תכנית הלימודים, שאותה השיגו התלמידים (כמפורט בחלקים 1 - 3 בתכנית הלימודים הזאת), מתוך הבנה ברורה, שתכנית הלימודים תמיד הרבה יותר רחבה מתכנית הבחינה.

ב. להבטיח הוראת חומר-לימוד מסוים ופיתוח הכשרונות והיכולניות שתוארו בתכנית הזאת.

5.1.2. לא יהיה כל הבדל מהותי בסוגי השאלות שנשאלו על אודות טקסט ספרותי לבין אלה שעל-אודות טקסט לא ספרותי.

5.1.3. הבחינה בכתב

א. חיבור באורך אופטימלי שנקבע מראש, שייבחר מבין מספר נושאים מוצעים ושמטרתו לבדוק את כושר ההבעה בכתב.

ב. שאלות בלשון - כדי לבדוק את השליטה בהכוונותיה האופייניות של הלשון.

ג. קטעים בהבנת הקריאה (קטעים בלתי מוכרים).

ד. שאלות על הטקסטים שבתכנית - לבדיקת היכולת להגיע לשליטה בחומר-הלימוד (עובדתי ודכיוני).

5.1.4. הבחינה בעל-פה

א. מטרת הבחינה בעל-פה, היא - לבדוק את יכולתו של התלמיד להבין אנגלית מדוברת ולהתבטא בנושאים הידועים לו, במיוחד מסביבתו הקרובה, בשטחי התעניינותו שלו ושל בני גילו. לבדיקה עומדות מיומנויות הלשון בלבד ולא דעות פוליטיות, דתיות וכו'. לפי ראות עיניו, מותר לבוחן לתת לנבחן הזדמנות לשוחח על מה שקרא בדרך אקסטנסיבית ואינטנסיבית - אבל אל לו להכריח את הנבחן לעשות כך, מפני שאין הבחינה בעל-פה מיועדת לבחון את יכולתו של התלמיד להגיע לשליטה בחומר-הקריאה באנגלית.

ב. תשובות התלמיד מוערכות לפי קני-המידה הבאים ובסדר עדיפות זה:

(1) הבנת דבריו של הבוחן.

(2) שטף הדיבור בהבעה.

(3) דיוק בלשון - בסדר עדיפות זה : אוצר המלים, דקדוק, היגוי.

ג. הבחינה בעל-פה תהיה אובייקטיבית יותר על-ידי תוספת בחינת ההאזנה (הבנת-הדיבור) מתוקננת).

5.2. רמת רגילה

5.2.1. תכנית הלימודים - המפורט בחלק 4 בתכנית הזאת.

5.2.2. הבחינה בכתב

א. שאלות בלשון

ב. קטעים בהבנת הנקרא (קטע בלתי מוכר). שני חלקי הבחינה (א, ב') יהיו באותו שאלון, כמו לבחינה ב"רמה המורחבת".

ג. שתי שאלות על-פי התכנית בקריאה אינטנסיבית (חלק 4, סעיף 1.2).

הבחינה בעל-פה

כמו ל"רמה המורחבת" אך בקביעת הציון יינתן להבנת הדיבור משקל-יתר לעומת השטף והדיוק.

5.3. בגרות "רמה רגילה" בבתי-ספר מקצועיים וחקלאיים ובמגמות מיוחדות (כגון: פדגוגית, ימית).

כמו בסעיף 2 למעלה, פרט להבדל הבא: בתכנית לקריאה אינטנסיבית (סעיף 2) הופיע שאלה אחת במקום שתיים; ונוסף לכך - קטע בלתי מוכר להבנת הנקרא באנגלית מקצועית, ומהן התשובות - בעברית או בערבית.

5.4. בחינת "גמר"

א. קטעים בהבנת-הנקרא, באנגלית מפושטת במקצת;

ב. שאלות בשפה, מבוססות על תכנית הלימודים לחטיבת הביניים;

ג. בחינה בעל-פה.

5.5. בחינת "נמר" לבתי הספר מקצועיים (מס"ר)

א. קטעים בהבנת-הנקרא, בנושאים כלליים, באנגלית מפושטת במקצת.

ב. שאלות בשפה, מבוססות על תכנית הלימודים לחטיבת-הביניים.

ג. קטע בהבנת-הנקרא בנושא מגמתי, כגלמד בבית-הספר (כגון: חשמל, כלכלת-בית), מוגש כבחינה פנימית בבית-הספר, ובאישור מראש של הפקוח על אנגלית. התשובות בשאלון מיוחד זה ינתנו בעברית או בערבית.

ד. בחינה בעל-פה.

5.6. תכניות אחרות

תכניות בחינה לתכניות אחרות (כגון: מזכירות, טכניים) יפורסמו בנפרד.